

Elinor's Town – 2 Springboards

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One Tough Game

Science concept – Some animals have armour to protect their bodies.

Story Goal – To find a way for Elinor to play dodgeball with the Rhinos.

Problem Solution – They get her some protective ‘armour’.

Kathy notes – I like this one, it's active silly and VERY Elinor. My thoughts moving forward would be, 1)

Elinor is playing at the park with Ari and Hazel, when Elinor notices some rhino kids having a great time, playing dodgeball. “Want to play?” the rhinos ask. Ari and Hazel hedge, but Elinor happily jumps in. She has a great time, until the ball hits her in the stomach (oof!) and knocks the wind out of her. Elinor is okay, but just a bit relieved when the rhinos head back to their family picnic, for a lunch break. Elinor and her friends retreat to a picnic table for lunch. Elinor wonders why the rhinos didn’t seem to mind being hit with the ball. *She sure did!* That is SO interesting. Just then, Elinor’s apple rolls off the table, and lands on - <BONK!> - a turtle. He yanks his head in. Elinor gasps, but after a moment, the turtle strolls away, unhurt. Surprised, Elinor gently <TAPS> its back. Hey, his shell is really hard! Maybe that helps to protect him? Hazel thinks she must be right – kind of like how her hard ‘banana keeper’ protects her soft banana from being squished. Elinor nods. So, a *shell* works for turtles (and bananas) but what about the rhinos? They don’t have a shell, so why didn’t the ball hurt them? Well, only one way to find out... Elinor goes over to ask them. She finds out that they don’t have ‘shells’ but they do have armour – she just can’t see it. “It’s under our skin! Don’t you have that?” Elinor chuckles and says no, poking her own soft middle. But it must be nice to have extra protection! This gives Elinor a great idea... she doesn’t have natural armour, so maybe she can make some! She goes to a nearby snack bar for some scrap cardboard, and makes herself a ‘suit of armour’. Ari and Hazel test it by pelting her with crabapples. It works well! ‘Shell-inor’ eagerly heads back to the game, but by now, the rhinos have had a great idea too – they found a softer ball to play with.

The Beach House

Science Concept – some animals carry their home with them. (e.g. hermit crabs)

Story Goal – to find the perfect place for their ‘beach house’

Problem Solution – They decide to simply carry their shelter along with them, so that their ‘house’ is wherever they need to be.

One day, Hazel’s parents load up their little red wagon with food and towels, and take Hazel, Elinor and Ari to the beach. The kids are excited for a day of sandcastle building and fun! But when they arrive, they’re a bit alarmed to see a seagull steal another beachgoer’s snack. Seeing a hermit crab escape a seagull by retreating into his shell, Elinor suggests they make a shelter, to protect themselves from the snack-stealing birds.

Ari and Hazel love the idea of a shelter to play in – it’ll be like having their own ‘beach house’! They can use the beach umbrella they brought, and clip towels to the edges like walls, so the seagulls can’t fly in. Now, what’s the best place for a beach house..?

They first set up their umbrella enclosure in a nice sandy spot, and get started on a sand castle. But before long, the blazing sun makes their shelter too hot, so they have to abandon their castle and move under a tree at the edge of the sandy area. It’s shady and cool as they re-start a sand castle – but soon it’s time for lunch, and they’re really far from Hazel’s parents and their cooler of food. So they move their shelter closer to the food, and then start on yet another castle – until a big family sets up their towels nearby, and now they have to compete with other kids for sand, rocks and shells! Will they ever find the perfect spot for their ‘beach house’?

But at each stop along the way, Elinor has been watching the hermit crabs, who carry their own ‘house’ everywhere, as they go about the business of cooling off, and finding food. Maybe the best place to put your house, is wherever you need to be? They decide to be like the crabs, and give up on looking for a permanent place for their beach house. They’ll just carry it around with them. “But what about our sandcastle?” worries Ari. Elinor has an idea about that... The kids end up building a sandcastle in Hazel’s wagon, so they can move that around with them too!

ADAM Drag Race

Science concept: Some animals, like birds and fish, have specially shaped bodies to help them move through the air and water faster.

Problem solved: Elinor changes the shape of her model car to resemble the sleek, pointy body of a fast animal in order to win a race.

Synopsis: Ms. Mole announces an engineering contest: Each student has to build a car to race down a long ramp. They all use their individual talents in their design: Hazel researches racecar design, a beaver gnaws a block of wood into a perfect car replica in minutes, and a dog won’t stop chasing his car down the ramp. Elinor is full of ideas for her car—she’ll make it a big rectangular prism because she likes rectangles. But when she brings her creation to the test track, it slowly meanders downhill, getting passed by all of the other students’ cars. At recess, she explores the woods to find fast animals. She looks in a stream and sees fish zipping through the water, so she sketches their shape. She looks up and sees birds gliding, so she sketches their

shape as well—and that's when she notices that both the fish and the birds have pointed faces and sleek bodies. Maybe this shape helps them move quickly? She asks Ms. Mole, who takes out a book about racecars to confirm that an object's shape can influence its speed because it has to push through the wind. She shows Elinor pictures of rocket-powered racecars that rely on their thin, pointy shape for speed—then slow down when they deploy a parachute to catch the wind. Elinor realizes her car is catching the wind, not pushing through it. She changes the shape of her car to resemble the head of a falcon, and when it's time for the big race, Elinor's car cruises into first place. The other kids want to know how she thought of such a clever design! "A little bird told me," she says.

Here Comes the Sun

Science concept: When the sun moves in the sky, living things want to move with it.

Problem solved: The kids solve the mystery of why the sunflowers in Elinor's garden face one way in the morning and another way in the evening.

Synopsis: Elinor is watering a patch of young sunflowers in her backyard on a hot summer morning when Ari and Hazel arrive to invite Elinor to the town pool. Elinor takes a picture of her garden, then grabs a towel and leaves for the pool with Ari and Hazel. At the pool, the animals play in the water while Elinor is fascinated by a butterfly emerging from a chrysalis—after it hatches, she's eager to see it fly away, but it just stands on a rock with its wings spread and flexing. Then Elinor goes to join her friends in the pool, but as she dips her toe in, she sees that everyone seems to be playing in one particular corner. She plays with them a bit and asks Ari and Hazel to come have dinner at her house. As they walk there, she's clearly preoccupied by what she observed at the pool. Why didn't the butterfly fly away, and why did everyone choose to stay in that tiny patch of the pool when they had the whole pool to play in? The kids hang their towels over Elinor's front porch rail and go back to visit her garden—but there's something different about the garden. Elinor holds up the picture she took earlier, and Hazel notices that the sunflowers are facing the other way now. Why would flowers want to move? It's a third mystery for Elinor to puzzle over as the kids eat dinner with Elinor's parents on the back porch, when yet another mystery emerges. Ari notices that they had hung their towels on the front porch, but now they're hanging on the back porch. That one isn't a mystery, Elinor's dad says—he moved the towels so they'd be in the sun and dry quicker. That's when Elinor realizes that maybe the moving sun explains all of the strange things she observed that day: The butterfly was drying its wet wings in the sun, the kids all flocked to one side of the pool to get out of the shadow of the pool building, and maybe her sunflowers turned to follow the sun as well. The next morning, when Elinor wakes up, the flowers face the original way again—mystery solved!

MS. MOLE LOSES HER GLASSES

Concept: Moles don't have good vision, but they can smell in stereo – they can detect odors in each nostril coming from different directions to find what they're looking for quickly!

Problem solved: how to make up for poor vision using other senses (hearing, smell, touch)

Synopsis: MRS. MOLE can't find her glasses this morning, so the whole class helps her look for them. All of a sudden, they hear a CRUNCH! Mrs. Mole picks up her shattered glasses from underneath her foot where she has just stepped on them, and announces good news/bad news: She has found her glasses, but they're broken. She'll have a replacement made, but in the meantime, she can't see very well. Outside at recess, ELINOR, ARI and HAZEL decide it's their project to figure out how to help Mrs. Mole get through the day. Ari can relate to her problem; being a bat, he doesn't see as well as some other animals, but he has super-sensitive hearing. He demonstrates how he can even close his eyes and walk (fly?) around outside without bumping into trees, plants or his friends, using echolocation – sound bounces off objects and back to him. Mrs. Mole tries this, but it turns out that moles don't hear much better than they see. Next, Hazel shows Mrs. Mole how she can use her trunk to identify many different objects by touch. She can even feel out uneven ground in front of her, so she'll know where it's safe to walk, even if she can't see the road ahead. Mrs. Mole tries this, but it doesn't work for her. Next, Elinor gets an idea from a fly buzzing around. How does it manage to stay out of the way of being swatted? Elinor uses her magnifying glass to look at the fly's eyes. They have so many eyes, that they actually see the world in slow motion. (Could one of them make/try on a fly-vision helmet like in the gizmodo link below?) Finally, it's snack time and they're all hungry. Mrs. Mole instantly finds her snack bag where she left it in the classroom and goes right to it. How did she do that? It turns out that moles can SMELL in stereo – each nostril can detect and locate a different odor – so the kids figure out that if they put different Mrs. Mole's snacks around the classroom, she can find her way around!

RESEARCH (I know you have your own, but just in case any of this is helpful...)

moles sense of "stereo smell"

<https://www.popsci.com/science/article/2013-02/study-shows-moles-smell-stereo>

elephant vision

<https://www.elephantnaturepark.org/about/elephant-anatomy/>

fly vision

<https://www.bbc.com/news/science-environment-41284065>

this one is just too cool!

<https://gizmodo.com/this-is-what-its-like-to-see-the-world-as-a-fly-or-a-c-1551921148>

WOMBAT POUCH

Concept: Pouches are a way to carry something and keep hands/paws free. Wombats, like other marsupials, carry their young in a rear-facing pouch, freeing up their paws for digging.

Problem solved: Elinor explores the question of why baby wombats need to live in a pouch but big kid rabbits don't, and learns that pouches can be used to carry all sorts of things.

MRS. WOMBAT comes over with her son KAI WOMBAT to visit the Rabbit family and introduce them to her new baby, JOEY, who she carries in a pouch. Afterward, Elinor wants her parents to be able to carry her around, asking them for a piggyback everywhere. Elinor's parents, RANGER RABBIT and MR. RABBIT, give her short rides, but then point out that they don't have pouches, so if they carry her around in their arms or on their backs, they can't use their hands for anything else. They wonder why Elinor wants to be carried around? Elinor explains she might enjoy being a baby again, like the new wombat baby. The baby seems to have a perfect life – he gets carried everywhere, he can nap all day long (which sounds great to Kai) and he has no chores to do! When Elinor's parents point out all the things big kids get to do that babies don't, Elinor changes her mind. Kai and Elinor go out to play with HAZEL and ARI. They are curious about why wombat babies get to ride around in pouches all day, and why big kids like them don't. Maybe they need to know more about baby wombats. They ask Mrs. Wombat, who lets them babysit Baby Joey (along with Elinor's parents) for a couple hours that afternoon. Baby Joey is very small. He needs to eat, sleep, and be kept warm and cozy. In fact, they discover that they can't get anything else done, and it's hard to comfort Baby Joey. If only there were a way to feed, warm and comfort Baby Joey all at once, but still be able to do other things. Now Elinor and her friends understand why the pouch is so important for little baby wombats – they're simply not big enough to keep themselves warm and fed without it. However, Mrs. Wombat isn't due to arrive back for awhile, so they improvise how they can create a pouch that keeps Baby Joey comforted. They need something warm, something he can be snug and safe in, and something he can be carried in. After experimenting with wrapping blankets with an opening at the top, they devise a makeshift pouch for Baby Joey that wraps around Elinor, and by the time Mrs. Wombat returns, she finds him sleeping comfortably in it. She thanks the kids (and Mr. and Ranger Rabbit, of course,) for taking such good care of Baby Joey, who snuggles right back into her pouch, still asleep. Elinor removes the pouch, unwraps it, and realizes it's the perfect size to fit in when she wants a cozy place to snuggle.

JUST FOR FUN:

- <https://www.nationalgeographic.com/animals/mammals/c/common-wombat/>

Springboards

November 21, 2018

Miklos Perlus

Better Together

Science Concept – Mutually beneficial symbiotic relationships in nature or “mutualism.”

Problem Solved – Elinor learns that her strengths, plus her friend’s strengths, equals a mutually beneficial partnership.

One day, ELINOR arrives at school late to find that all of her classmates are paired up for a science project. Elinor’s usual partners, Ari and Hazel, are teamed up with each other, leaving Elinor to be paired with the only other student that arrived late (and always does) – SIMON. Simon is a slow and very patient sloth – the opposite of bubbly and enthusiastic Elinor. Elinor comes up with an experiment, but Simon moves too slowly for Elinor and she loses her patience, rushing the experiment (which needs time to work properly). Elinor wonders how two animals that are so different can work together? After school, Elinor and Simon get together at Elinor’s house to work on the project. GEE RAFFE and JOE MOUSE are there too, working with Elinor’s Mom to crack the case of the stolen honey. That’s when Elinor notices that Gee Raffe and Joe Mouse are very different animals, and yet they work together as a team. That’s sooo interesting! They need more observations! Elinor and Simon follow Gee Raffe and Joe Mouse into town to observe them in action. Following a trail of fresh honey, they find the honey thieves - a hungry Honey Badger and a Honey-Guide Bird. Honey-guides are too dainty to break into bee hives on their own, but they’re great at locating the hives, and once they do, Mr. Badger steals the honey for both of them. As Gee Raffe and Joe Mouse reprimand the Badger, Elinor realizes that the key to success is to use each other’s strengths. Elinor and Simon try their experiment again and this time Simon’s biggest strength, his patience, combined with Elinor’s powers of observation, make for a successful project.

The Greenhouse Effect

Science Concept – Condensation and the cloud cycle. Also, what plants need to survive.

Problem Solved – The kids create a mini-greenhouse/terrarium to help Ari’s favourite classroom plant survive spring break.

It’s the last day of school before Spring Break and Ms. Mole is teaching a lesson on how clouds make rain to help plants survive. When she mentions that she’s going on holiday too, Ari worries about his favourite classroom plant, “Lilly.” With everyone on holiday, who will be left to water her? Elinor hops at the opportunity to solve this problem. She knows that there are some plants that don’t need water all the time, like the class cactus “Spike”. But “Lily” isn’t a cactus; Ari waters her every other day. Hazel

knows that there are other plants that can live in water, like elephant ears! She could never forget that name. Maybe they can just leave Ari's plant in a big cup of water! But "Lily" doesn't like *too much* water either. Ari suggests they could place her by the window and leave the window open so the spring rains can get in. That's when Elinor observes condensation on the inside of the windows. That's sooo interesting! It's raining INSIDE! Elinor calls for Ms. Mole who explains that it's just like how clouds make rain. When the moisture in the warm air of the classroom touches the cold window, it condenses into drops of water. That gives Elinor an idea! What if they could make it rain inside, just for "Lily?" With Ms. Mole's help, Elinor, Ari and Hazel make a mini-greenhouse/terrarium for the plant by placing it under a glass dome by the window. The moist air inside the terrarium condenses on the glass and little drops of water fall on the plant. With that, the bell rings and Ari says goodbye to "Lily" for a week, promising to send her a postcard.

Rain Rain Go Away:

Elinor and her friends are playing at her house when Ranger Rabbit notices it's raining outside. The kids run to the window to watch. Ranger Rabbit points out how helpful the rain is at watering her flower garden. Elinor thinks: "Wouldn't it be great to save rain for later when you needed it? We could use it to water the flowers when it's *not* raining!" The kids run outside and have more trouble catching rain than they expected. They try a few methods (catching in their hands, using small buckets, etc.), but they just can't catch very much. Elinor thinks there must be a better way to collect rain.

Looking at a big tree on the edge of the yard, Elinor notices how much rain each little leaf catches. Elinor thinks that's so interesting! By having *thousands* of leaves, the tree is collecting *lots* of water! How else does nature collect rain? They need more observations. They look around and find a large rock collecting water on its broad surface. The water runs down its side and forms into a puddle on the ground. Similarly, a large lily pad has a puddle in its center, having caught water on its wide, flat surface. By having lots of surface area exposed to the rain, the tree, rock and lily pad are all able to collect a great deal of water. Elinor looks at the broad roof of her house and gets an idea!

With Ranger Rabbit's help, they whip up an eavestrough and downspout from the roof to a barrel lickety split! The kids are thrilled as they watch the rain run down the roof, into the eaves and down the drain into the barrel. As the rising water nears the rim, Hazel jokingly points out "before we couldn't collect enough water, now we might collect *too* much!" Ranger Rabbit laughs and says that's a good problem to have and besides, she has extra barrels!

Ari You Sure You're A Bat?

One day in class, the kids are doing presentations about their parents. In describing them, most students list **similarities** between themselves and their parents. For example, Elinor's parents both love carrot cake, being outside, and asking *lots* of questions - just like her! But Ari's presentation reveals **differences**: his dad loves olives and playing checkers, while his mom enjoys taking long baths and listening to jazz music. Ari doesn't like any of these things, and he starts to question whether they're actually his parents... or if he's even a bat at all!

Elinor and Hazel decide to help Ari figure out what he is. On seeing a bird fly by, Ari thinks maybe *that's* what he is as they both have wings. He climbs a tree to observe them closer and finds a few more similarities: they have small eyes and enjoy being in trees, just like him! Elinor and Hazel (who takes notes in her book) point out differences, of which there are plenty: birds have beaks, claws, feathers, different colors, live in nests, eat worms, etc. How interesting! Elinor points out that because there are more differences than similarities, Ari *can't* be a bird! Joe Mouse walks by and gives Ari grief for climbing a town tree and tells him to get down. Ari looks at Joe and notices their similarities, they're both brown, small and have big ears...maybe Ari's a mouse! Ari stands next to Joe with his arms on his hips, copying his stance. Gee Raffe: "Why would you *want* to be like Joe? He's so grumpy, rain clouds don't even like him." Elinor, Hazel, and Gee Raffe start to list all the differences between the two: Ari has wings, Joe has a tail, Ari likes laughing, Joe hasn't smiled since 1981, Ari sleeps upside down, Joe sleeps on a bed of marbles: "It helps with my back!" Again, because there are more differences than similarities, Elinor points out that Ari *can't* be a mouse! Elinor has an idea: maybe Ari has more similarities to his parents that he's not aware of. They need more observations!

The kids run to Ari's house and sneakily watch his parents. The list of physical similarities is long: like his parents, Ari is a small brown bat, with wings, fangs, and small black eyes. As they continue watching, they find even *more* similarities: Ari's mom likes watching curling on TV and eating cheesy popcorn, and his dad dances the cha cha when he washes the dishes and isn't very good at Warrior Pose when he does yoga... just like Ari! When they look at the list of similarities and differences, Ari can't deny that there are *far* more similarities than differences... *maybe* he is a bat! When Ari's dad pulls out a blueberry pie for an afternoon snack, Ari is finally convinced - everyone in his family *loves* blueberry pie! Ari learns that just because he's different from his parents in some ways, it's the similarities that make you family.

ELINOR'S TOWN

"Something Stinks"

PREMISE – V1 – Dave Dias – November 22, 2018

Elinor's Question: Why do things have to smell bad?

Logline: The park has a new playground, but Elinor, Ari, and Hazel can't enjoy it because of multiple bad odors coming from the park that bother Hazel, who has a strong sense of smell.

Curriculum Goals:

- **SEP** – To be determined at outline.
- Understand that all animals and plants have a life cycle, can reproduce, and change and grow over time: (**LS4**).
- Begin to understand that systems developed in our world often work in similar ways to systems found in the natural world. (**ND2**).

The park has a new playground, and Elinor, Hazel, and Ari can't wait to try it out! On route, they pass Hugo the Horse, an athlete who likes long distance galloping, and they exchange greetings. When the kids arrive at the park, Hazel sniffs the air. Ugh! She wants to go home! Ari doesn't smell anything. Elinor notices something... it smells a little...apple-y. Exactly, Hazel says, pointing to the crab apples scattered all over the grass. When crab apples go rotten, they smell super sweet, but in a bad way! Her trunk is very sensitive to smells, and she can't spend time in a place that smells bad to her! This causes a bit of friction, as Ari wants to stay, since bats don't have a great sense of smell, so it doesn't bother him at all. Elinor doesn't want Hazel to feel left out though, so she persuades Ari that they should all go and try again some other time. On their way back, Elinor spots Hugo the horse returning from his run and she gets an idea! Elinor stops Hugo and asks him: horses eat apples, right? Even rotten ones? We sure do, says Hugo. Elinor asks Hugo if he can eat the apples in the park so there won't be any on the grass to bother Hazel with their smell. Hugo says sure and to come back later after he's eaten them all!

Later, the kids return to the park, and the apples and their rotten apple smell are all gone. Yay! They race to the playground, but Hazel stops again. Ugh, now she smells something even worse! Elinor pinpoints the source: the garbage can. All the cans in the park are full of trash! Must be from the festival in the park yesterday, Elinor realizes. The only reason Hazel didn't notice the garbage smell, is because the rotten apple smell was stronger. Hazel groans: why does there have to be bad smells anyway?! It's like they're there just to make her miserable! And now she might never get to use the new playground because of it! Hazel just wants to go, feeling she's ruined her friends' afternoon. The trio leave and Hazel returns home while Ari joins Elinor at her house.

Elinor really wants to help Hazel. Maybe if they learned why bad smells are bad, Elinor could make the bad smells good somehow so they don't bother Hazel anymore. Ari's eager to help come up with a solution so they can all use the playground already. Elinor talks to her Mom and Dad, who are both gardening. They smell something bad out here too: Yeeuuuck! What is it? Multiple things: food scraps to go into the composter, and some skunk cabbages Mom's gotten to plant at the back of the yard. As Elinor and Ari inquire as to why some things have to smell bad, Mom guides the discussion so the kids observe and deduce. Which food would you rather eat, Mom asks - food that smells good, or bad? Good, Elinor says, because a lot of times, food that smells bad has gone rotten. Which is kind of like a

smell alarm, Elinor realizes - if you eat this you might get sick! And bad smelling-flowers like the skunk cabbage, Elinor observes, draw a lot of insects to pollinate them, just like good-smelling flowers do. So bad smells do serve a purpose, she realizes. If only there was some way they could make the bad smells in the park good so they don't bother Hazel anymore...

Mom and Dad bring Elinor and Ari inside, and ask them how they change the smell of things inside their home? Elinor spots a bowl of potpourri, and some natural cleaning products like baking soda and vinegar. Even their air purifier helps with bad smells! But none of these are options to use in the park with the overflowing garbage cans. Seeing the garbage bag in her own house needing to be taken out, Elinor does so. It prompts Elinor to then ask Mom, who looks after the town's parks as part of her job, if the park's garbage cans could be emptied soon. Of course, Mom says. Usually they're emptied every other week, but with the festival that just happened, and all the garbage that resulted, she'll make sure the cans are emptied by tomorrow morning. Elinor and Ari are delighted! Wait'll Hazel finds out!

The next day, Elinor and Ari lead Hazel to the park, which Hazel has only joined them on the trip for the walk, she's not going to play on that stinky playground. But to Hazel's surprise... she doesn't smell anything! No crab apples. No heaping garbage cans. No bad smells at all! It smells... like a clean, beautiful park! Hazel hugs Elinor and Ari, who are happy to have helped, and even happier to see their friend happy again. Now let's play on it already, bellows Ari, jittery with long-building anticipation! Together, the friends revel in playing on the new playground.

ELINOR'S TOWN

"A Fur Raising Tale"

PREMISE – V1 – Dave Dias – November 22, 2018

Elinor's Question: Why do some animals shed their fur?

Logline: When Elinor sheds some fur, Hazel wonders if the story Ari's reading, promising to 'scare you out of your fur' is to blame. After investigating further, Elinor discovers that it's because she's molting, a natural process of shedding fur that many animals do for various reasons.

Curriculum Goals:

- **SEP** – To be determined at outline.
- Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow: (**LS2**).
- Appreciate that events are connected to each other via cause and effect, and that similar links can be found in the natural and designed worlds: (**ND5**).

It's a warm day, and Ms. Mole opens a window to help get some cooler air inside. The class are taking turns reading their favorite stories aloud. Ari can't wait to read his: a scaaaary story called "The Big Roar Bears!" It's about two bear siblings who love sneaking up behind each other and saying... well, he won't ruin the surprise just yet! Trust him though, it'll 'make you jump out of your fur,' he says! But after Camilla Dromedary finishes reading her story, Ms. Mole says they'll have to leave the rest of the stories until tomorrow. Ari groans. Waiting isn't his strong suit!

As the class begins another activity, Hazel sees that a clump of fur has come off Elinor. Hazel <gasps!> Ari's 'fur-raising' story scared her out her fur, just like he said! Elinor keeps calm, saying that can't be the reason -- she hasn't even heard Ari's story yet! But she is curious as to the real reason why she shed some fur... Hazel helps her investigate. They recall making a craft with glue earlier. Did Elinor get glue stuck to her fur? No, says Elinor, she only got some on her fingers, which she washed off right away. Hazel remembers they crawled through the 'tunnel' part of the playground earlier. Did she rub her fur on it when she passed through? Maybe some fur got left behind there too. At recess they go check. No fur there... and no answers yet.

School ends, and Elinor puts on her coat as Mom and Dad show up to take her home. On the walk back, Elinor goes to tell them about how she shed some fur today, taking off her coat again as she does because she's getting warm. To Elinor's shock, *more* fur has come off – eek! Only this time, the fur clump's kinda sweaty. Huh? Why did she shed more fur, and why is it sweaty? Mom and Dad ask Elinor some questions to help her come up with the answer (without giving it to her directly): Why did she take off your coat? And how did she take it off? Elinor tells them she took it off because she was getting warm. And she took it off by unzipping it so it was easier to pull off. This makes Elinor think... she took off her coat because it was warm outside... so is *that* why her body shed some fur? It is, confirms Mom! When they get home, Mom shows Elinor a photo of Elinor as a baby bunny, with a small clump of fur she had just shed. Elinor's surprised to realize she's shed fur many times before, she just hadn't really noticed it until today. Mom tells her that many animals shed and grow new fur or skin. It's a natural process called *molting*, and one of the reasons animals molt, is to help them cool down when it gets warm out. Elinor is amazed! So shedding old fur and growing new fur is one of the ways her body is growing, right? Like when she grows taller and needs a bigger coat, and her feet grow and she needs bigger shoes!

The next day at school, we see the gleeful Ari finally getting to read "The Big Roar Bears" to his classmates, and delivering the surprise <big roar> at the end of the story! All the kids jump in surprise – they loved it! So does Ms. Mole, who starts rounding up supplies for their next assignment. While Ms. Mole is occupied, one of the Goat Twins notices that her sister's lost some fur. Oh no -- is that because Ari's story scared her out of her fur? When the sister sees that they've *both* lost some fur – aaaah! It did, it *did* scare them out of their fur! Elinor tries to calm them down, assuring them that isn't the reason, that it's because they're molting due to the warm weather. But when the siblings see that Elinor's just lost a new clump of fur herself... AAAAH! They tell the other kids that Ari's story scared them out of their fur, and everyone should check their fur too, quick! A small, comedic panic erupts in the classroom as all

the kids with fur frantically check their fur to see if it's been scared off them! Ms. Mole lays out her supplies for the next assignment, and she's puzzled as to why kids are checking their fur all of a sudden? Elinor asks her if she could give the class a quick lesson about molting, just so everyone knows they weren't just scared out of their fur by Ari's story. Ms. Mole chuckles: good idea, Elinor!